

**Unit #1 Title:** Skills for School Success

**Lesson Title:** The Envelope Guessing Game

**Lesson:** 2 of 2

**Grade Level:** 1

**Length of Lesson:** 30 Minutes

**Missouri Comprehensive School Counseling Big Idea:**

AD.6: Developing and monitoring Personal Plan of Study

**Grade Level Expectation (GLE):**

AD.6.A.01: Demonstrate the skills needed to be a successful learner.

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

Academic Development

**Materials (include activity sheets and/ or supporting resources)**

Mystery envelopes (One envelope per child)  
 Pictures within mystery envelopes  
 Partnering Bracelets (also used in lesson 1 of this unit)  
 Scoring rubric for *Targeted Skills*  
 Take-home activity sheet (includes directions for playing game)

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
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Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

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	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will demonstrate skills such as taking turns, asking questions, and participating at least once during a game.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**

Students will demonstrate taking turns, communicating, asking questions, and participating by playing the *Mystery Envelope Game*.

**Lesson Preparation****Essential Questions:**

What happens when a student doesn't do what is expected of them at school?

**Engagement (Hook):**

"Today we are going to play the game *Twenty Questions*." Counselor leads class in a quick game of 20 Questions. At completion of game, counselor will tell students "now we will play a different kind of guessing game."

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson 1, by using partnering bracelets.	1. Students will sit next to their partners forming a circle arrangement.
2. Counselor will instruct students on how to play the <i>Mystery Envelope Game</i> by demonstrating the game with a sample pair of students. (The <i>Mystery Envelope Game</i> is similar to the familiar game <i>Twenty Questions</i> ). The counselor can determine what pictures to use during the game or select his or her own pictures. Some of the pictures provided may be too advanced for some groups.	2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Counselor will say, "Students, we are going to play the <i>Mystery Envelope Game</i> . I have given (name of player #1) an envelope. It	3. Students will offer some ideas about what questions might help the player guess what is in the envelope.

<p>has a picture of something inside. This other player's job (student #2) is to guess what that something is. The player can ask questions that will help him guess.</p> <p>Students, what kinds of questions do you think would help this player?" (The counselor can use these responses to further teach the students which types of questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.</p> <p>4. The counselor will teach the students some possible questions that will help while playing the game.</p> <p>Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?</p> <p>5. In order to keep the rest of the class engaged during the demonstration, the counselor will often ask the class for suggested questions. "Students, can you think of a good question to ask?"</p> <p>6. The counselor will continue this process with subsequent pairs one at a time in order to demonstrate how the game is played. The counselor will continue practicing (for the entire class's benefit) with student pairs until it is obvious that the class understands how to play the game.</p> <p>7. At the point in which the students are able to work independently in pairs, the counselor will instruct the students to play the game independently.</p> <p>The counselor will monitor pairs and watch for students who have finished an envelope. As students raise their hands to tell the counselor they have finished with an envelope, the counselor will give them another envelope that contains a different</p>	<p>(Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer.)</p> <p>4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.</p> <p>5. Students use the counselor's questions as well as the class's suggested questions to continue playing the guessing game until the picture or object has been guessed correctly.</p> <p>6. Students continue to play the game a pair at a time with the counselor's help and the class's help until it is clear that pairs will be able to play the game independent of the counselor's help.</p> <p>7. Student pairs play the game independently. (Students will raise their hands when they have finished an envelope so that the teacher can hand them another envelope in order that practice may continue.)</p>
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<p>mystery object.</p> <p>8. At any point after the students have started playing the game in pairs, the counselor may assess each student using the scoring rubric.</p>	<p>8. Student pairs continue to play the game independently.</p>
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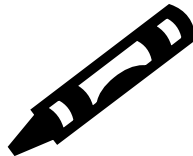
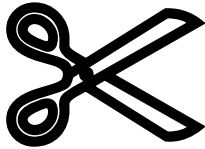
### Teacher Follow-Up Activities

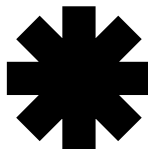
<p>1. Students may take home an activity sheet with pictures on it that they can cut apart, and place in mystery envelope at home in order to continue practicing the questioning and communication skills. Tell the students they can also play this game with real objects from home.</p> <p>2. Teacher may continue to play <i>Mystery Envelope Game</i> with students throughout the year. The teacher may also choose to use objects found in the room to help the students with orientation of where certain materials are located in the room, since it is the beginning of the year and students are becoming familiar with the contents of the classroom.</p>
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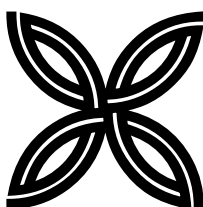
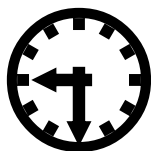
### Counselor reflection notes (completed after the lesson)

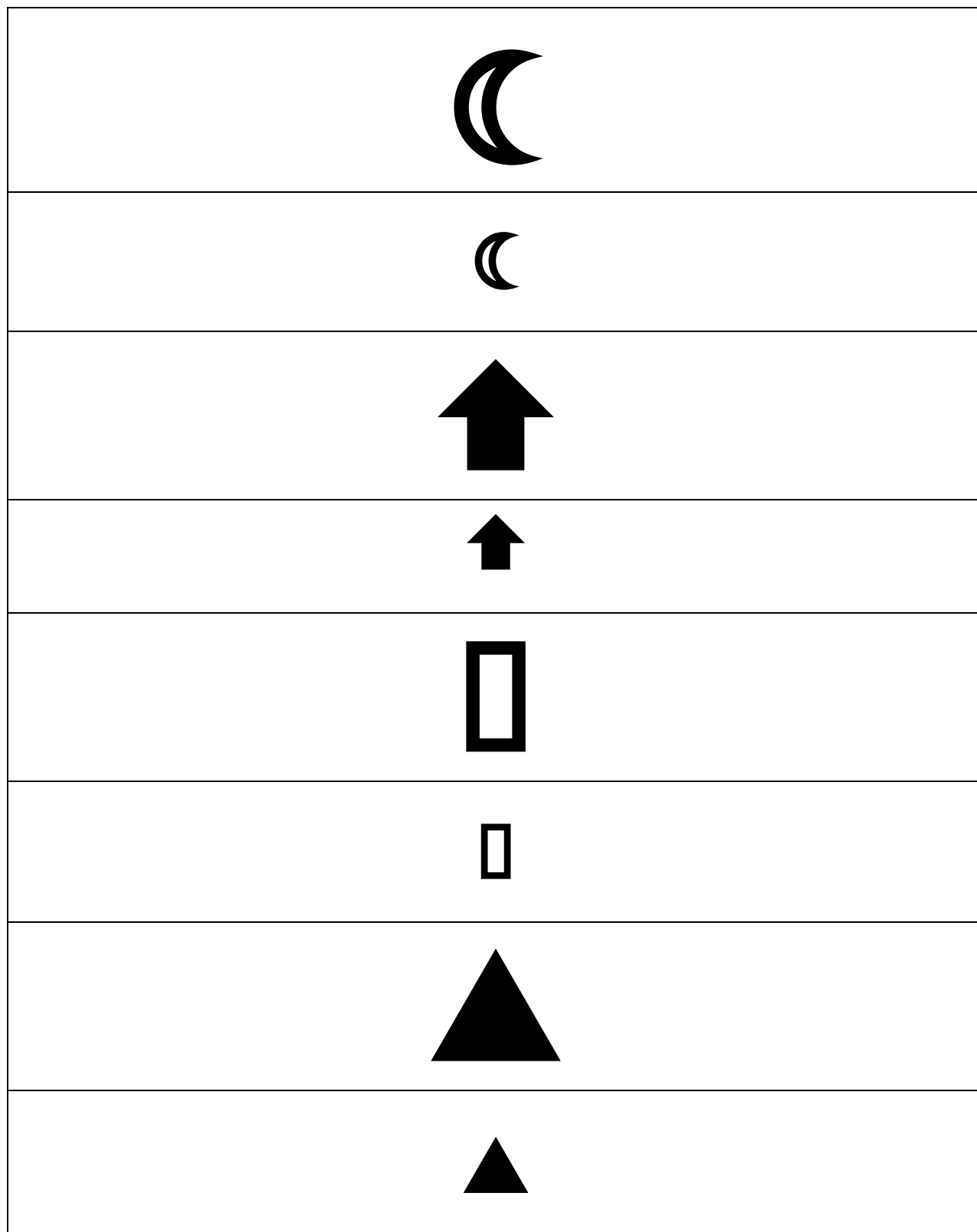
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## Partnering Bracelets











# Targeted Skills Scoring Rubric

## Directions for using Scoring Rubric

**Turn Taking Skills** – A (+) response would indicate students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson one of: hands to self, taking turns listening, eyes on partner when partner speaks, and crisscross legs.)

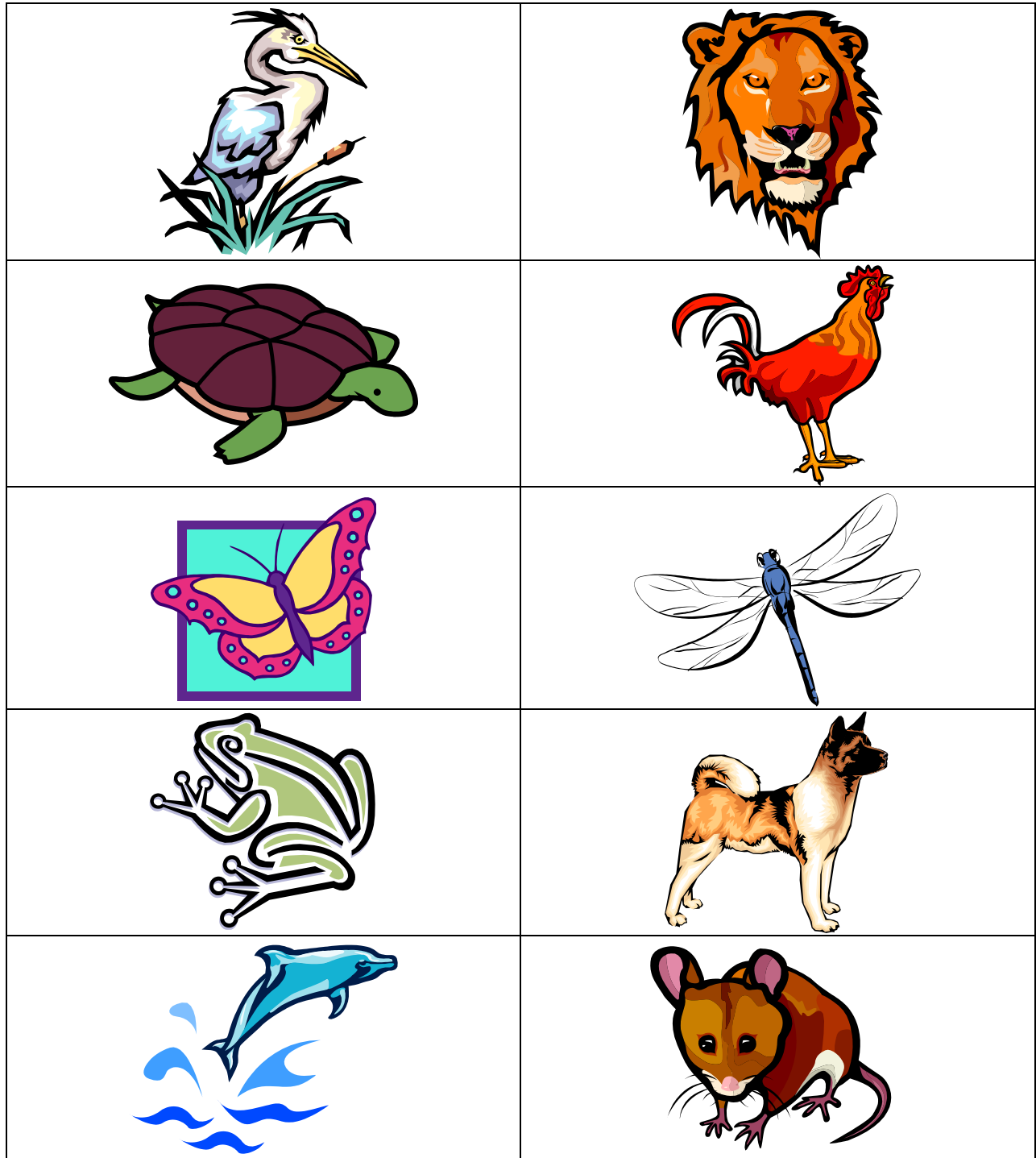
**Questioning Skills** – A (+) response would indicate the ability to ask effective, relevant questions that are successful in identifying the object.

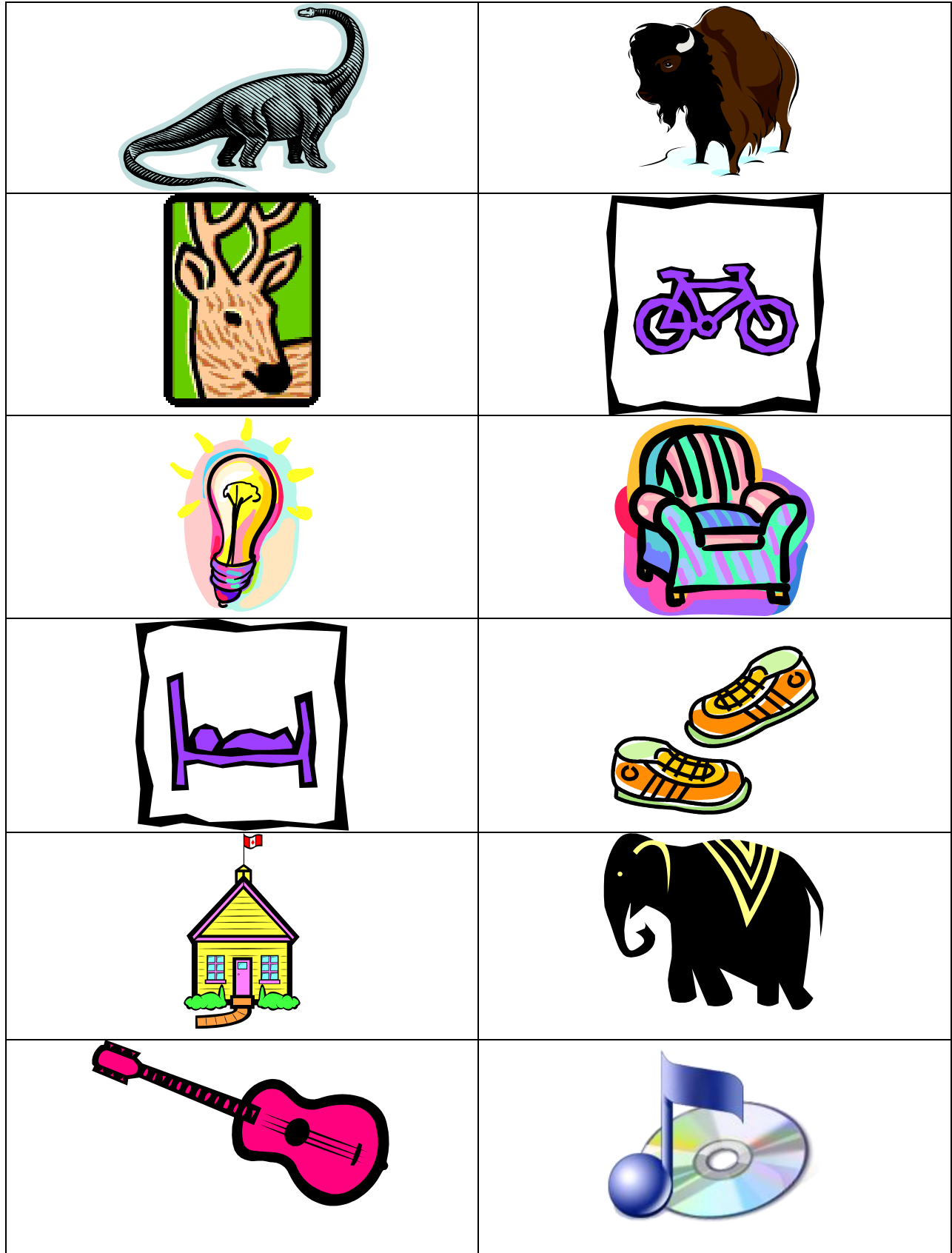
**Participation Skills** – A (+) response would indicate demonstrating all the above, as well as on-task behaviors.

Targeted Skills	Students demonstrating the targeted skills. + = Yes - = No	Total Number of Students demonstrating correct response.	Percentage of students with correct response.
Turn Taking Skills			
Questioning Skills			
Participation Skills			

**Pictures to be used in Envelopes for Mystery Envelope Game**

(Place one picture in each envelope.)





## Take Home Page: *Mystery Envelope Game*

**DIRECTIONS:** Cut apart the pictures on this page. Place pictures in an envelope labeled *Mystery Envelope*. One person draws a card out of the envelope without showing it to their partner. The partner's job is to ask questions (as you would when playing *Twenty Questions*), and try to figure out the picture that is on the card.

